

ISBE Accelerated Placement Act

CPS Policy Proposal

Parent Forum

April 23, 2019: Colman
April 25: Lincoln Park HS
6:00 pm-7:30 pm



Objective

To share information on the proposal and procedures for accelerated placements for Early Entrance to K, Single Subject, and Whole Grade Acceleration and provide parents the opportunity for feedback.

Agenda

Welcome and Introductions	6:00 pm
Presentation of proposed APA Policy	6:00 pm- 6:45 pm
Parent Open Forum	6:45 pm- 7:30 pm
Wrap Up	7:30 pm



ISBE defines Accelerated Placement Act

Accelerated Placement refers to the placement of a student in an academically appropriate instructional setting with appropriate level curriculum.

Acceleration is not limited to students who have been identified as gifted and talented, but an equitable option to students who demonstrate high ability and who may benefit from accelerated placement.

The recommended Accelerated Placement Act policy for CPS will be applicable in the following areas:

- 1) Early Entrance
- 2) Whole-Grade acceleration
- 3) Single Subject acceleration



Background Information

- The Governor of Illinois signed the Accelerated Placement Act on August 25, 2017.
- Public Act 100-0421 took effect on July 1, 2018.
- All school districts in Illinois are expected to adopt a policy that provides students with the opportunity to participate in accelerated placements.
- ISBE is still in the process of developing its administrative rules for implementing the Act.



ISBE defines Accelerated Placement Act Policy

105 ILCS 5/14A-32Sec. 14A-32. Accelerated placement; school district responsibilities. Each school district shall have a policy year that allows for accelerated placement that **includes or incorporates** by reference **the following components**:

- (1) a provision that provides that participation in accelerated placement is not limited to those children who have been identified as gifted and talented, but rather is **open to all children who demonstrate high ability and who may benefit from accelerated placement**;
- (2) a fair and equitable decision-making process that **involves multiple persons** and includes a student's parents or guardians;
- (3) **procedures for notifying parents or guardians** of a child of a decision affecting that child's participation in an accelerated placement program; and
- (4) an assessment process that includes **multiple valid, reliable indicators**.



CPS Current Gifted Program Models

The Accelerated Placement Act will add to the Board's current gifted program models. These programs include:

Whole School Gifted Centers with full-time grouping and Acceleration of K-3 1-full year in the primary grades and 2-full years in grades 4-8.

- Regional Gifted Centers: Edison, Keller, and Lenart

Gifted Programs within Neighborhood, Magnet, or Magnet Cluster Schools with full-time grouping and Acceleration in Regional Gifted Centers (English and EL) of 1-full year in the primary grades and 2-full years in grades 4-8; Acceleration in Academic Centers up to 2-full years with a total of a 6-year trajectory of accelerated learning.

- **Regional Gifted Centers (English):** Beasley, Beaubien, Bell, Carnegie, Coonley, National Teachers Academy, Pritzker, South Loop
- **Regional Gifted Centers (EL):** Greeley, Orozco, and Pulaski
- **Academic Centers:** Brooks, Kenwood, Lane, Lindblom, Morgan Park, Taft, and Whitney Young



CPS Current Gifted Program Models (continued)

Classical Programming: Some programs apply to the entire population of a school and some within a Neighborhood, Magnet, or Magnet Cluster School with full-time grouping and Acceleration at 1-full year across the school continuum K-6 and K-8

- **Entire Population Classical:** Decatur K-6, McDade K-6, Poe K-6 and Skinner North K-8, Bronzeville K-2 and Sor Juana.
- **Classical Program within a Neighborhood, Magnet, Magnet Cluster School:** Skinner West



Policy Recommendations



Early Entrance

Early Entrance to Kindergarten in Other Districts

Other School Districts

Arlington Heights School District 25

The child must turn five years old by October 31 of the school year for which they are seeking entrance, have attended early childhood center/preschool (public or private) and have a recommendation from a preschool teacher endorsing the child for early entrance to Kindergarten. The child must complete a screening and score above the 90th percentile and must score in the 130 or higher on school readiness. The child must complete an individual assessment of student intelligence and score in the 130 or higher range of intelligence. The child must receive a standardized score above 121 on a standardized academic achievement assessment. The child must demonstrate average social-emotional development.

Oak-Lawn Hometown School District 123

The child's fifth birthday falls between **September 2 and October 31**, as documented by a certified copy of the birth certificate. The child demonstrates **attention, gross and fine motor skills, cooperative play, and expressive and receptive language skills in the very superior range**. The child attains a score of **130 or above on an intelligence test administered by District 123**.

Northbrook District 28

The child must score within the **very superior range (98th percentile or higher) of intelligence** as measured by an individual **test of cognitive ability** (e.g. WISC, WPPSI, WASI, etc.) **administered by certified District 28 staff**. The child must demonstrate **above-average social-emotional development** as determined by child interview, assessment observations, and/or adaptive behavior rating scales. The child must score within the **superior range (91st percentile or higher) of academic tasks across reading, writing, and mathematics**.

Sources: [Community Consolidated School District 59, Instruction Department, Early Entrance](#) and [Oak-Lawn-Hometown School District 123, Teaching & Learning, Early Entrance into Kindergarten](#), and [Northbrook District 28, Programs, Gifted and Talented, Early Entrance](#)



Early Entrance to Kindergarten

Current Policy	Recommended Policy
There is no existing policy in CPS to allow students to enroll into Kindergarten early .	<ul style="list-style-type: none">• The district will continue to maintain its current policy of accepting children to kindergarten who turn 5 years old by Sept. 1st cut-off date.• NEW: To be eligible for early entrance to Kindergarten, the child's fifth birthday falls between September 2 and October 31 of the current school year, as documented by a certified copy of the birth certificate.• Children must have completed one year of preschool. <p>TESTING COMPONENTS</p> <ul style="list-style-type: none">• The child must score 98th percentile or higher (score of 130) as measured by an individual test of cognitive ability and 91st percentile or higher (score of 120) in academic task assessment.• Individual student testing will be performed by CPS Psychologists• Parent will complete a developmental survey at the same time while student is being tested.• Testing fee will apply. A waiver for FRL families will be made available upon request.

Source: Cantalini-Williams, Perron, & Biemiller (2016), [Revisiting the Age-Old Question: What Are the Effects of Relative Age and Gender on Young Children in School Settings](#)



Early Entrance to Kindergarten Process for SY20

Application Form

Parent completes K Early Entrance Application Form online

Parent will receive notification of testing date

Evaluation

At designated time, child will be evaluated by district psychologist: cognitive and achievement tests

While child is being evaluated, parent will complete developmental screener and submit to psychologist at the end of the evaluation

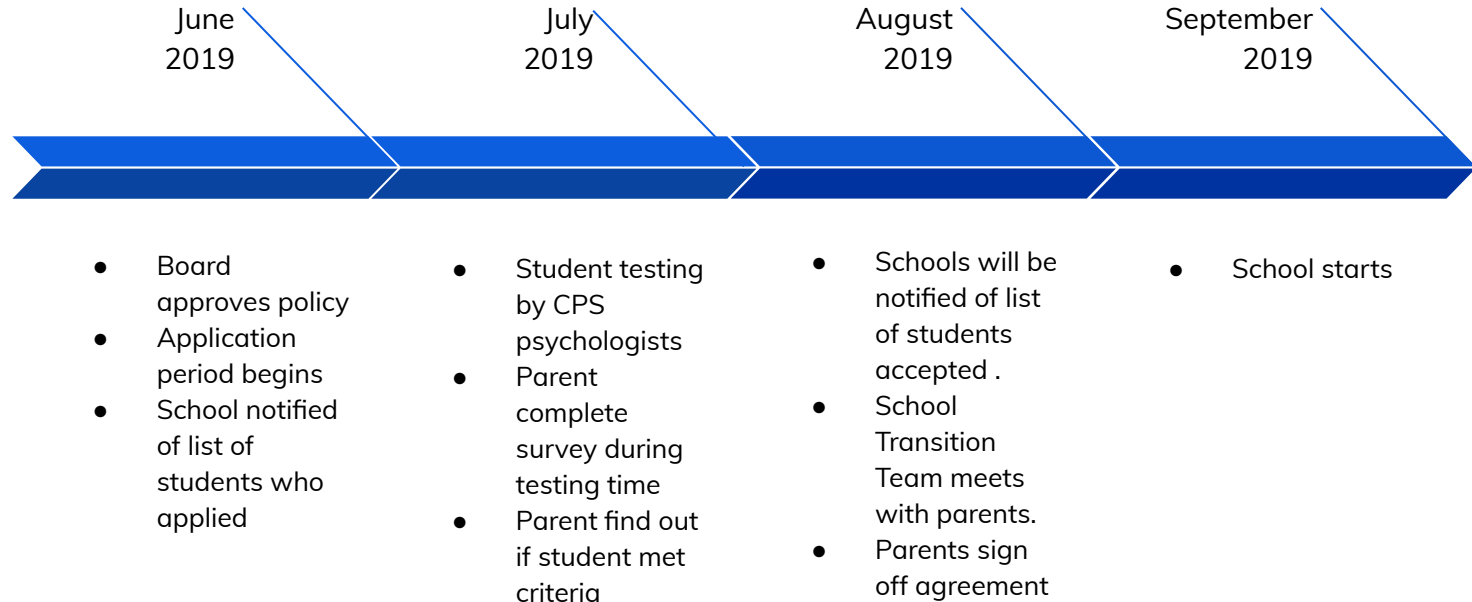
Placement

If eligible, parent receives notification to complete Kindergarten registration at the home school. School Transition Team will complete Student Accelerated Placement Plan

School Transition Team will meet with parent/guardian to discuss the Student Accelerated Placement Plan and how students' progress will be monitored

Parents signs off on the Accelerated Placement Plan and family receives information necessary for school opening day

Timeline for Early Entrance



Additional Facts for Early Entrance

- For this year, Early Entrance policy applies to kindergarten students applying to neighborhood schools right after the Board vote in June for 2019 and students can be accepted if they meet the criteria in September 2019. Moving forward, application for SY 20 will be from January 2020-March 2020.
- Application to kindergarten gifted or classical programs will remain in GoCPS between October-December.
- School Transition Team is appointed by principal. Members include, but not limited to: Principal/Assistant Principal, School Counselor, Receiving Teacher/s , School Clinicians, etc.
- A School and Parent Handbook will be made available on the CPS website right after Board approval in June.
- There will be no appeals process for students who did not meet the criteria for early entrance.
- A testing fee of \$25 for Early Entrance will be charged to families. Acceptable payments: check and credit/debit card. FRL status and waivers will be considered for families in need.



Early Entrance to First Grade: No change in policy

Current Policy

- Student must be six years old between September 2, 2019 - December 31, 2019;
- Must have attended preschool and kindergarten at the same nonpublic school, or the same public school outside Illinois (daycare centers do not qualify for this process);
- Must have been taught in kindergarten by an appropriately certified teacher; and
- Must be deemed ready by the nonpublic school (or the public school outside Illinois) to work at the first grade level.

Source: Cantalini-Williams, Perron, & Biemiller (2016), [Revisiting the Age-Old Question: What Are the Effects of Relative Age and Gender on Young Children in School Settings](#)



Early Entrance to First Grade

First Grade Exemption Forms Submitted With Birthdays Between September 2, 2018 and December 31, 2018

September	23
October	10
November	1
December	3
Total Submitted 37	

First Grade Exemption Forms Submitted With Birthdays Between September 2, 2019 and December 31, 2019

September	11
October	5
November	2
December	3
Total Submitted 21*	

** OAE is still accepting applications at this time.*



Whole Grade Acceleration

Whole Grade Acceleration

Current Policy	Recommended Policy
<ul style="list-style-type: none">There is no existing policy in CPS for whole grade acceleration/grade skipping.	<ul style="list-style-type: none">Students in grades 3rd-6th will be considered for whole grade acceleration upon meeting all requirements beginning with the application process in January 2020-March 2020.

Source: Cantalini-Williams, Perron, & Biemiller (2016), [Revisiting the Age-Old Question: What Are the Effects of Relative Age and Gender on Young Children in School Settings](#)



Whole Grade Acceleration

	Other School Districts
Community Consolidated School District 146 (Tinley Park)	<p>Screening: All students in grades K-8 undergo the initial screening process via the NWEA Measure of Academic Progress (MAP) assessment every school year in Reading, Math and English Language Arts in Fall, Winter and Spring. Scores of 90th percentile or more automatic for next step of review. Re-evaluated at end of 5th grade for middle school consideration.</p> <p>Collect body of evidence: I CogAT Assessment - Intellectual Ability, State standardized test scores- Achievement, Iowa Acceleration Scale - Data summary In order to be formally identified, a student must have a majority of qualifying evidence - generally the 95th percentile or above - from the following categories: Characteristics and behaviors of gifted, Intellectual ability (aptitude) and Achievement.</p> <p>Source: http://district146.org/departments/curriculum/academic_acceleration</p>
Crete-Monee School District 201-U	<p>Screening: All students will participate in a screening process conducted by Crete-Monee School District personnel. Screenings will be conducted in May and August of each year. The CM 201U Assessment Office will contact parents to schedule testing date(s).</p> <p>Data Review: Acceleration decisions are made using the IOWA Acceleration Scale. Other data sources may be considered if applicable.</p> <p>Supervisors and Monitoring: All acceleration decisions take place at the school level.</p> <p>Source: https://www.cm201u.org/UserFiles/Servers/Server_976073/File/Departments/Curriculum%20&%20Instruction/academic-acceleration/Acceleration%20Policy%20and%20Procedures.pdf</p>
Park Ridge/ Niles District 64	<p>Child study team is formed to make recommendations; Uses IOWA Acceleration Scale Protocol; Application fee is a non-refundable \$200 ; Committee decisions are final.</p> <p>d64.org</p>



Whole Grade Acceleration Placement Criteria

Pre-Qualifier:

School Factors

Testing

Illinois Assessment Readiness	MAP	Report Card Grades	Additional Factors using IAS	Additional Factors Assessment
<p>Overall Illinois Assessment Readiness score</p> <p>Students must receive an Exceeds rating to be considered.</p>	<p>95th-99th percentile for 3 consecutive test administrations in reading and math</p> <p>Used the CPS Percentile (36 week norms)</p>	<p>GPA calculation of 4.0 in Final Grades in Math, Science, Reading, Social Science. (These are the courses that are used to calculate core GPA for OAE as well).</p> <p>The core GPA is an average of the 4 courses for , SY2018 and SY 2019</p>	<p>The School Transition Team completes a final assessment on the following school factors with possible points earned in each category</p> <ul style="list-style-type: none"> • School and academic • Developmental • Interpersonal Skills • Attitude and Support 	<p>Students will be assessed using a battery of tests.</p> <p>*Must score at least two grade levels above current grade in the Achievement Test between January - March 2020</p>



Whole Grade Acceleration Process

Application Form

Parent/guardian completes application form online between January 2020 and March 2020.

Evaluation

Pre-qualifier data will be used to assess if student meets criteria for next phase.

*Letter is generated to parents.

School is notified if student met pre-qualifying criteria and School Placement Team completes school factors checklist.

*If student meets school factors parent receives notification for testing phase.

Student is scheduled for testing and final scores will be calculate.

*Parent and school will receive notification if student met testing score requirement.

Placement

School Transition Team completes Accelerated Placement Transition Form and schedules meeting with parent to share plan and parent signs off

School Transition Team will monitor progress of the plan quarterly



IOWA Acceleration Scale for Whole Grade

School Factors Form to be completed by the School Transition Team.

Subscale for each section will be added

School and Academic Factors	Possible 22 points
Developmental Factors	Possible 9 points
Interpersonal Skills	Possible 16 points
Attitude and Support	<u>Possible 11 points</u>
Total	58 points

Student must score ≥ 50 points to be considered for next phase of the process: Testing

AAA subscale score possible points: 22 points

If Academic Ability, Aptitude, and Achievement Subscale Score is < 10 whole grade acceleration is NOT Recommended.

If Academic Ability, Aptitude, and Achievement Subscale Score is ≥ 10 , the student may be a good candidate for whole grade acceleration.



IOWA Acceleration Scale Grand Total: possible 80 points

60-80 points : Excellent candidate for whole -grade acceleration

Additional Facts for Whole Grade Acceleration

- WGA applies to students in grades 3-6 who are **not** currently enrolled in gifted or classical programs.
- Implementation of the policy is within the school building where the student is currently enrolled. There is no school transfer option.
- Application period is from January 2020- March 2020
- Upon meeting the criteria, student will begin accelerated placement in September 2020.
- Testing fee: \$250. Acceptable payments: check and credit/debit card
- Fee waiver will be made available to FRL families and families with extenuating circumstances
- Upon progress monitoring of the student at the end of the first quarter, the decision for placement becomes permanent.



Single Subject Acceleration

Single Subject Acceleration

Current Policy	Recommended Policy
<ul style="list-style-type: none">There is no existing policy in CPS on single subject acceleration	<ul style="list-style-type: none">Students in grades 3-7 can be considered for single subject acceleration in math or reading upon meeting all requirements.Schools that already use accelerated reading or math groupings within grade levels can continue to utilize this structure. However, there is lack of consistency across the district on single subject acceleration, and thus, the district is formalizing the policy.

Source: Cantalini-Williams, Perron, & Biemiller (2016), [Revisiting the Age-Old Question: What Are the Effects of Relative Age and Gender on Young Children in School Settings](#)



Single Subject Acceleration Placement Criteria

Pre-Qualifier:

School Factors:

Screeners:

IAR data	MAP test	Report Card Grades	Additional Factors	Achievement Test
Overall “exceeds” score in the content area considered for acceleration	95th-99th percentile for 3 consecutive test administrations in either reading or math, depending on the subject being considered for acceleration	A GPA of “4” in the past two years in either reading or math	<p>The School Transition Team completes a final assessment on the following school factors with possible points earned in each category</p> <ul style="list-style-type: none"> School and academic Interpersonal Skills <p>Total possible points: 31 Student must score ≥ 26</p>	<p>Must score at least one grade level above in the achievement test in reading or math</p> <p>Score : At or above the 95th percentile in reading (vocabulary/ total reading/total language OR total math) categories</p>

Single Subject Acceleration Process

Application Form

Parent/guardian completes application form online between January 2020 and March 2020.

Evaluation

District Team prepopulates pre-qualifier data to assess if student meets criteria for next phase.

**Letter is generated to parents.*

School is notified if student met pre-qualifying criteria and Placement Team completes school factors checklist.

**If student meets school factors parent receives notification for testing phase.*

Student is scheduled for Achievement Test testing and scores will be shared with District Team for final recommendation.

**Parent and school will receive notification if student met testing score requirement.*

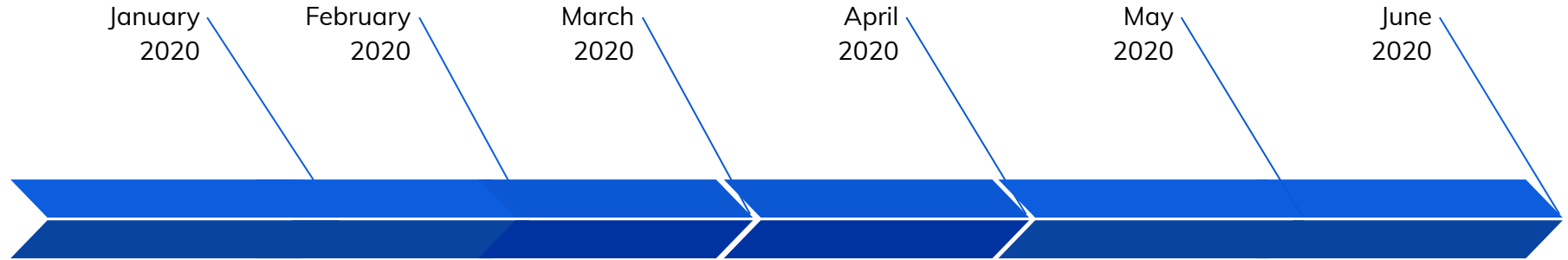
Placement

School Transition Team completes Accelerated Placement Template and schedules meeting with parent to share plan.

School Transition Team will monitor progress of student quarterly.



Timeline for Whole Grade and Single Subject



- Application period
- Send School Factors Survey to schools
- Ongoing testing at IIT

- Ongoing testing
- Send Survey Form to Schools

- Ongoing testing if necessary
- Final decisions made for qualified students. List sent to schools
- Parent receives communication
- School Transition Team meets with parents to finalize plan for the Fall.



Additional Fact for Single Subject Acceleration

1. Single subject acceleration will happen in Fall 2020 school year.
2. A testing fee of \$35 for Single Subject Acceleration will be charged to families. Acceptable payments: check and credit/debit card. Testing fee will take into consideration the student's FRL status and waivers will be afforded to families who are in need of financial accommodations.
3. Student progress will be monitored quarterly or an agreed upon timeline between the Acceleration Placement Team and the parent/guardian and a decision to withdraw the student from the placement will be finalized by the end of the first quarter.



Role of Various Stakeholders Groups

School/Principal

- Create a School Transition Team
- Complete Developmental Factors Form
- Complete planning template and engage parents in the planning
- Monitor student progress

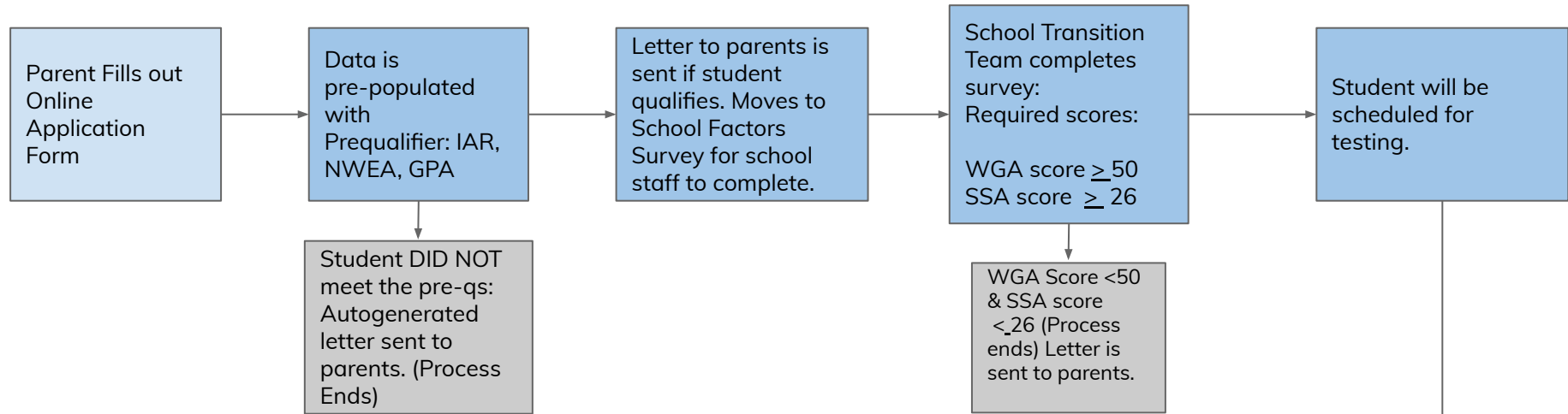
District Offices

- Will be responsible for a seamless implementation of the policy including communication to various stakeholders, building infrastructure, responding to questions and concerns, and actively monitoring progress throughout the school year.

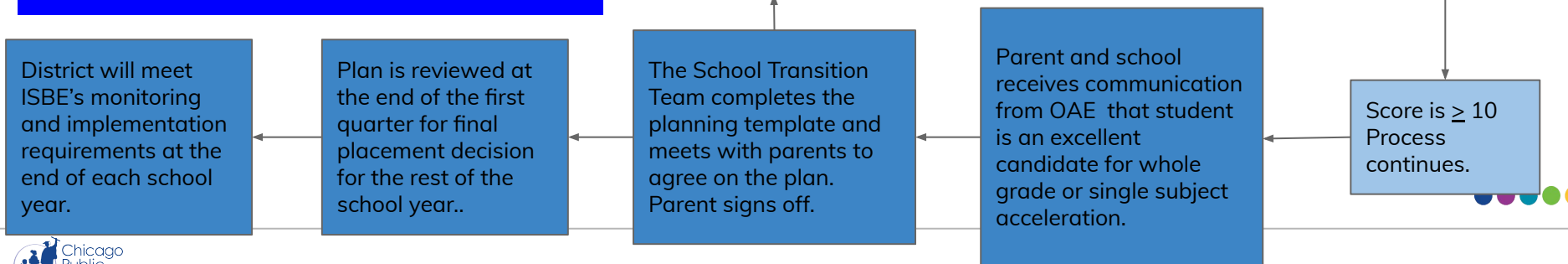
Parents

- Meet deadlines for the various steps in the process
- Attend the School Transition Team meetings as a partner to ensure child's success





Whole Grade and Single Subject Acceleration Order of Operations



We want to hear from you!

Please break into small groups and share:

- Strong points of the policy
- Recommendations for improvement

